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ABSTRACT

This paper discusses faculty hiring procedures by highlighting features of previous models adopted by the Academic Senate for California Community Colleges, and by presenting specific recommendations. By 2010, more than 30,000 full-time and part-time faculty will be replaced, and 15,000 additional new hires will be needed to meet the demands of an anticipated half million new students. This document discusses various aspects of this faculty hiring process, such as: (1) the hiring committee; (2) the role of administration; (3) the job description; (4) advertising and recruiting; (5) achieving diversity; (6) paper screening; (7) the interview process; (8) selecting finalists; (9) reference checks; and (10) mentoring the newly hired faculty. The paper concludes with recommendations for local senates, which include: (1) every local academic senate should have an Affirmative Action Committee; (2) faculty must resist the efforts of human resources staff to make substantive decisions about the suitability of applications; (3) hiring processes must include time for fair and appropriate discussion of candidates' merits; and (4) decisions to hire should consider the mandate for a 75/25 full-time/part-time instructor ratio. Appended are the California Community College Commitment to Diversity and Action Plan and a program improvement grant application. (JA)

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A RE-EXAMINATION OF

Faculty Hiring

PROCESSES AND PROCEDURES

ADOPTED FALL 2000

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"hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board."

Section 87360 (b) The California Education Code

Introduction

This paper grew out of a workshop on faculty hiring, sponsored by the Educational Policies Committee at the 1999 Fall Plenary Session of the Academic Senate for California Community Colleges. It was clear in that workshop that few people are satisfied with their faculty hiring procedures. Complaints are rampant in virtually every quarter. Academic senates claim that their hegemony suffers incursions by the administration; hiring committees feel that practices, which were intended to produce fairness (e.g., having to ask the same questions of every candidate), in fact inhibit their ability to conduct effective interviews; and everyone concerned with the issue is frustrated by the lack of progress in diversifying our faculty.

Ten years prior to the Fall 1999 breakout, in the fall of 1989, the Academic Senate adopted two papers on faculty hiring: *Contract Faculty Hiring Procedures: A Model Based on Assembly Bill 1725* (herein after referred to as the *Contract Model* paper); and *Part-time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725* (herein after referred to as the *Part-Time Model* paper). Faculty are encouraged to review both papers and, with them, the legislative intent language of AB 1725 §4, upon which the papers draw heavily. The models posited in those papers are still valid today, and many of the problems encountered by faculty seem to be the result of not adhering closely enough to them. In other cases, however, what seems to be needed are specific recommendations with reference to best practices in the implementation of the models.

The current paper is not intended as a substitute for the 1989 papers. In what follows, those works are cited extensively in order to highlight and discuss features of the models that should be incorporated into current practice, but often are not. Finally, it is the intention of the Educational Policies Committee that this will become a living document, and that the specific recommendations made here will be supplemented regularly as academic senates develop and report on their own best practices.

That faculty have the discipline expertise and the motivation to set the highest possible standards in selecting those who will be their colleagues for the next twenty to thirty years is simply unarguable.

The Current Status

The comprehensive reform legislation AB 1725, intended in large measure to strengthen the community colleges as institutions of higher education, underscored "the responsibility of faculty to ensure the quality of their faculty peers." (AB 1725,§4(t)(1).)

The California Education Code is unequivocal in its assignment of authority to faculty in the realm of hiring. Section 87360 (b) reads: "hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board." Two things are significant here: First, this mandate appears in Education Code, rather than in Title 5 Regulations, and whereas both Education Code and Title 5 Regulations have the force of law, this mandate is clearly the express intent of the Legislature. Second, there is no qualification of the mandate, no specification of circumstances wherein it would be permissible for boards to circumvent the requirement to reach joint agreement with the academic senates. These two points combine to make the authority of faculty in hiring even stronger than in the ten-plus-one academic and professional areas specified in Title 5 §53200. That faculty have the discipline expertise and the motivation to set the highest possible standards in selecting those who will be their colleagues for the next twenty to thirty years is simply unarguable.

A fresh look at hiring processes seems particularly timely in view of the aging of California community college faculty and the fact that, between now and 2010, over 30,000 full-time and part-time faculty will be replaced, and 15,000 additional new hires will be needed to meet the demands of an anticipated half million new students in Tidal Wave II.[1] There is, then, a real sense in which the future quality of community college education in our state depends on our honing our hiring processes to perfection.

The Decision to Hire

The Academic Senate's *Contract Model* paper says of the decision to hire:

> The need for contract faculty positions shall be cooperatively determined through a well-defined, thoughtful planning process involving college administrators, the academic senate, and faculty in the subject area departments. A joint recommendation on the positions to be filled shall be presented by the college president to the district chancellor and board of trustees. Subject area needs shall have been reviewed to determine strengths, weaknesses, special skills needed, and affirmative action goals.

[1]Chancellor's Office statistics, August, 2000.

the academic senate should be centrally involved in the determination of new faculty positions, as hiring "criteria, policies and procedures" are a matter of joint agreement between the governing board and the academic senate...

Among the many factors that may bear on a decision to seek a new faculty hire, one is strictly numerical: What is the ratio of full-time to part-time hours of instruction? Because the Education Code, §87482.6, specifies a 75/25 goal in the proportion of full-time to part-time instructors, a department is warranted in requesting a new full-time hire whenever the number of hours being taught by part-time faculty is such that the conversion of some of those part-time hours to a single full-time load would result in a 75/25 full-time/part-time ratio.[2] While the 75/25 ratio is monitored by the Chancellor's Office as a district goal, colleges within the district should not differ substantially in the percent of full- to part-time hours of instruction. Similarly, departments within colleges should pay attention to the overall ratio of full- to part-time instruction.

Departments finding themselves in this situation should apply for a new full-time hire, basing their case on the Education Code and the implicit acknowledgment there that students are best served by full-time instructors. On the other side of this coin, as part of their mutually agreed planning and budget process, colleges should have a mechanism whereby the academic senate and college administration can over-rule a department that refuses to hire additional full-time faculty, when this can be shown to be in the best interests of the students. Although there have not been funds in recent state budgets specifically earmarked for new full-time hires, Partnership for Excellence (Partnership) has been fully funded and many campuses are applying substantial portions of the Partnership money to this purpose. The use of Partnership funds for new faculty hires should be clearly linked to the legislative intent that Partnership funds be utilized for program enhancements that address student success in the five goal areas.

Every campus should have clearly delineated procedures for deciding which requests for new and replacement hires will be successful. Colleges and districts utilize a range of processes for the determination and prioritization of faculty positions. Whatever the process, the academic senate should be centrally involved in the determination of new faculty positions, as hiring "criteria, policies and procedures" are a matter of joint agreement between the governing board and the academic senate. These processes should be linked to the larger planning and budget processes in a district or college. Although an examination of best practices in planning and budgeting is beyond the scope of this paper, one observation is in order. Faculty in workshops on hiring universally agree that decision making in this arena is highly politicized, fraught with infighting, and that decisions are frequently made, not on the merits, but on the basis of personal associations and advocacy. Faculty must make every effort, first, to become engaged in planning and budgeting through their local academic senates, and second, to ensure that decisions are made on the basis of objective criteria, are applied fairly, and are focused on student needs.

[2] For example, suppose a department is offering 27 sections of 3-hour classes, and that 15 sections are being taught by 3 full-time department members, and 12 sections by anywhere from 4 to 12 part-time instructors. (The current practice is not to count full-time overload in the 75/25 calculation. For the sake of the illustration, then, none of the full-time instructors is teaching overload.) The current FT/PT ratio is then 56/44. (Eighty one hours total; 45 hours taught by full time, 36 hours by part time. 45/81 = 56%; 36/81 = 44%.) A full-time load is 5 sections, or 15 hours. Thus, converting 15 part-time hours to full-time ones would result in 60 hours taught by full-time instructors and 21 taught by part-time instructors. This would bring the department within a percentage point of the 75/25 goal: 60/81 = 74%; 21/81 = 26%.

A second critical point is that academic senates must have affirmative action committees, whose members are appropriately trained, and who serve, through senate appointment, on selection committees.

The Hiring Committee

District policy will specify the composition of selection committees. However, several reminders are in order based on the Academic Senate's *Contract Model* paper, which states that:

> The selection committee shall consist of at least four faculty members appointed by the academic senate in consultation with the faculty of the discipline or subject area. The area administrator shall also be a member of the committee. The department chair (if any) shall be one of the faculty members appointed. One member from the affirmative action committee shall be appointed by the academic senate to each selection committee. When appropriate, a faculty member may be appointed from the subject area at another college or university. Also the academic senate may appoint a classified staff member and/or a student to the selection committee. All members of the selection committee shall be knowledgeable about the affirmative action goals and procedures of the district which shall be reviewed by the committee. The affirmative action office shall review the composition of the committee with the senate president or his/her representative. The initial meeting of this committee shall be arranged by the area administrator; the committee shall then select its ongoing chair who shall be a faculty member from the discipline or subject area.[3]

First, it is critical that faculty on the committee be appointed by the academic senate. Hiring procedures are, by statute, the product of joint agreement between the governing board and the academic senate. The academic senate's involvement provides assurance that procedures are being followed and thus affords a level of legitimacy that is otherwise absent. Also, in practice, the exercise of the academic senate's appointing role provides an opportunity for any objections to the committee's composition to surface and be resolved at the earliest stage of the hiring process. Finally, academic senate appointments will be made "in consultation with faculty of the discipline or subject area," acknowledging the key role of department members in hiring into their own discipline and avoiding unnecessary tension between the roles of the department and the academic senate.

A second critical point is that academic senates must have affirmative action committees, whose members are appropriately trained, and who serve, through senate appointment, on selection committees. As will be discussed below, all members of the committee must have affirmative action training; however, it is essential if faculty are to meet their diversity goals that there be one person on each committee whose primary function is to ensure that appropriate procedures are adhered to and that the affirmative action perspective is maintained throughout all of the committee's deliberations.

Finally, the suggestion that the academic senate might appoint a classified staff member and/or a student to the selection committee should be given serious consideration. Typically,

[3]In addition, regarding the committee's composition, Title 5 §93024 states: "Selection committees shall include members of historically underrepresented groups whenever possible."

these are non-voting members of the committee, but that determination may vary with the overall composition and size of the committee and is best left to the local hiring policy determined by the academic senate and local governing board. Students and classified staff interact with full-time faculty just as much or more than department members and can bring perspectives to the deliberations that heighten the probability that the new hire will be the best possible fit for the campus culture and for meeting student needs.

In appointing faculty members to hiring committees, consideration should be given to the issue of tenure. While non-tenured faculty clearly have a stake and a contribution to make in the selection of their future colleagues, hiring committee recommendations must be based on an honest and forthright assessment of the quality of the candidates. Given the vulnerability of non-tenured faculty, and the intensity that often accompanies faculty hiring deliberations, some district policies specifically stipulate that the committees should be composed of tenured faculty, and that non-tenured faculty only be appointed if an exception is approved by the local academic senate and/or collective bargaining agent.

The Role of Administration

A number of administrators will play key roles in the hiring process. Although the precise nature of administrative involvement will vary from district to district, their participation is likely to look something like this[4]:

- The *area administrator* (often a dean) may be a member of the committee and through his/her office will supply the committee with logistical support. The area administrator, by virtue of almost constant service on a multiplicity of hiring committees, should have developed considerable expertise in all areas of the hiring process, and should be a valuable resource to the committee. He or she will also work with the committee chair in making the initial reference checks on the finalists. Whether the area administrator is a voting member of the committee will be a matter of local policy, jointly agreed upon by the governing board and the academic senate.

- The *affirmative action officer* (who may be a faculty member or an administrator) will be responsible for affirmative action training and "shall serve as a consultant on district and state guidelines and be responsible for monitoring the district's affirmative action procedures, including but not limited to a review of the job descriptions and announcements, composition and procedures of selection committees, and the adequacy of the pool of applicants" (*Contract Model*, p. 2).

- The *chief human resources officer* will also review committee materials to ensure their conformity to state law and district policy and will serve as a resource to the committee on these matters. The chief human resources officer may also be responsible for coordinating the advertisement of the position.

[4] The roles of administrators delineated here follows closely the suggestions and/or assumptions in the *Contract Model* paper.

It should be noted that interference with established hiring policies in an ongoing hiring process should be cause for immediate alarm, and may be a basis for terminating the process.

- The *college president* will select the finalist to be recommended to the *chancellor* (in multi-college districts) and the board of trustees.

Even though the roles of administrators are known to the selection committee members, it is suggested that all involved administrators meet with the committee and discuss their roles at the beginning of the process. Such a meeting can foster a spirit of teamwork, and can generate a concrete understanding that everyone involved is working toward the common goal of hiring the best possible candidate.

The Job Description

The Academic Senate's *Contract Model* paper says the following about job descriptions:

> ...The appropriate subject area faculty together with the first-line administrator shall develop the faculty job descriptions, requirements, and desirable qualifications. The minimum qualifications may not be reduced by this process. However, through this process the minimum qualifications may be broadened or raised. Such practice is expected and encouraged.[5]
>
> These additional qualifications, as all steps of this hiring process, should help the community colleges ensure that the faculty and administration they hire and retain are a people who are sympathetic and sensitive to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges. Desirable qualifications include the following:
>
> A. Desirable qualifications shall be included that establish as a qualification sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.[6]
>
> B. Desirable qualifications may include the following:
>
> 1. Academic qualifications beyond the minimum set by law and regulation if these qualifications would provide the basis for better teaching or other service.

[5] Title 5 §53023 states: "If adverse impact persists after taking steps required under subdivision (b), the selection process may proceed only if: 1) the job announcement does *not* require qualifications beyond the statewide minimum qualifications;...." [Emphasis added.] This consequence is not entailed if the additional qualifications are placed among the desirable qualifications.

[6] The Title 5 language has been strengthened since the *Contract Model* paper was written, and now reads: §53024(a) "All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be: ... (2) designed to *ensure* that for faculty and administrative positions, *meaningful consideration* is given to the extent to which applicants *demonstrate* a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; ...." [Emphasis added.]

In short, candidates should be evaluated on their overall teaching potential and related skills, rather than merely screened for previous experience.

2. Measures of pedagogical skill such as evaluations of prior experience, education in pedagogy, or demonstrations of effectiveness as a teacher, counselor, librarian, or other faculty member.

3. Specific preparation to offer instruction or other service narrower in scope than a discipline. (For example, when hiring someone to teach piano, the college would require not only qualifications to teach music, but specific qualifications to teach piano.

Clear and complete job descriptions, including all job-related skills requirements and any additional qualifications recommended by the faculty when appropriate, are prepared for each position, and these job descriptions are reviewed before each position is announced, to ensure conformity with the community college's affirmative action and nondiscrimination commitments.

It is essential that the selection committee remain clear throughout the drafting of the job description as to exactly what the candidate is being hired to do. If it is to teach, then teaching must emerge clearly from the prose of the job description as the focus of the committee's concern. Too often the boilerplate rendering of these descriptions buries the committee's central concern amidst a host of other desirable qualifications. Committees should consider drafting their own job descriptions from scratch in order to achieve the desired emphasis; they can then seek the assistance of the appropriate administrators to be certain that the job description conforms to relevant legal requirements, particularly those noted in Title 5, §53022-24. Once the committee has drafted and approved the job description, it is not acceptable for others to add additional qualifications to the description. In districts where this intrusion is a problem, the academic senate should ask of the governing board that hiring policies be revisited, and revise them to explicitly exclude this practice. It should be noted that interference with established hiring policies in an ongoing hiring process should be cause for immediate alarm, and may be a basis for terminating the process. Academic senate presidents should be alerted to any such intrusion when it occurs.

A note of caution is in order relative to the addition of qualifications beyond those minimally required for a given discipline. Care should be taken to ensure that further qualifications are clearly job-related, and do not function in an exclusionary manner for candidates otherwise well qualified for the position. Appropriate distinctions between minimum and desirable qualifications should be maintained, and wherever possible, alternate means of satisfying qualifications beyond the state discipline minimum qualifications should be considered. Thus, teaching experience at the community college level may be desirable, but is not necessary for new faculty. Experience teaching in graduate school, in other secondary or

It is clear that the obstacles to achieving a diverse faculty are slow to be overcome, and much of the fault may lie in the affirmative action dimension of faculty hiring procedures.

post-secondary institutions, or in community based contexts or institutions may all be valuable preparation for a teaching career in the community colleges. Performance during the interview process on teaching demonstrations can be used to assess teaching potential. In short, candidates should be evaluated on their overall teaching potential and related skills, rather than merely screened for previous experience. This is a critical variable if we are to expand the ranks of faculty beyond those who have historically been participants in higher education.

The *Contract Model* recommendation that the committee may seek "evaluations of prior experience" should be given serious consideration. Committees often do not request copies of prior performance evaluations in an effort not to exclude potential applicants who are seeking their first position. This concern might be mitigated through the use of such language as: "Applicants who are selected for an interview and who have been previously employed as teachers/counselors/ librarians will be asked to submit copies of their most recent performance evaluations." So long as a performance demonstration is part of the interview process, no unfair edge need be given to those with prior experience. Evidence of prior successful teaching can, on the other hand, be extraordinarily useful to the committee in its deliberations, and requesting such evidence can communicate to candidates the committee's primary requirement. The Academic Senate encourages local senates to discuss the pros and cons of requesting prior performance evaluations, and to adopt that policy that seems to them to be fairest to all candidates.

Finally, the language of the job description should be "diversity friendly." There is a vast difference between, "The Golden Bear District is an equal opportunity employer," and, "The faculty, staff and administration of Golden Bear College recognize the value to the campus community of a rich diversity of backgrounds and perspectives among its members, and therefore encourage applications from candidates who might contribute to our prosperity in this regard." When it comes to encouraging diversity in applicants, the primary rule obtains: Boilerplate is Bad! A second rule is also worth stating: Encourage diverse applicants at the top of the document; placing such encouragement in small print at the bottom of the document makes a statement in itself.

Advertising and Recruiting

The selection committee should be involved in the development of advertising copy to ensure that the copy is clear in its intent, honest in its representations, and friendly to diverse populations. The committee should then review the advertising copy before it is published. Members do well to remember that many M.A.s and Ph.D.s have little familiarity with community colleges and cannot be presumed to know about their emphasis on quality teaching and student services. Therefore, as with the job description, the primary qualifications desired should be made very clear. As advertising copy is a recruitment tool, commit-

tee members should also give thought to the nature of their campus culture, the features of the campus and community that make it a pleasant and exciting place to work, and accomplishments or traditions of which they are particularly proud, and communicate these to potential applicants.

To develop a richly diverse pool of candidates, more will be required than an 8-week advertisement in the *Chronicle of Higher Education*; the watchword for the college's recruiting effort should be "Stretch!" The selection committee should work with the human resources and affirmative action officers, urging them:

- to send announcements to potential candidates registered with the Chancellor's Office Registry;
- to target discipline departments in colleges with large populations of historically underrepresented groups;
- to work with national organizations, representing historically underrepresented groups, to develop further targeted mailings;
- to advertise in a variety of organs that increase the likelihood of reaching the most diverse pool of potential candidates possible; and
- to make effective use of Email and the Internet to advertise more widely and to inform potential pools of applicants, who can register online to receive employment announcements.

Beyond these publishing mechanisms, faculty should consider face-to-face opportunities at local or regional job fairs, educational placement fairs, or other such creative venues. While human resources officers are often invited—and may attend unbeknownst to faculty—the committee members themselves may make better salespersons, responding to particular questions about the discipline, the college expectations, the joy of teaching at the local institution. Even more ambitiously, Pasadena City College, using Partnership for Excellence funds, recently sent teams of faculty on recruiting missions around the country. Such opportunities serve the profession as well as the college and the local division needs. A modicum of faculty and staff diversity funds are provided to districts to address diversity in hiring; while minimal, academic senates should ensure that these funds are appropriately utilized and augmented whenever possible to extend recruitment efforts and to enable candidates to apply and interview.

Achieving Diversity

Whereas by 1997 over 53% of California community college students belonged to ethnic minorities—which is to say that there is no ethnic majority in the student population—the

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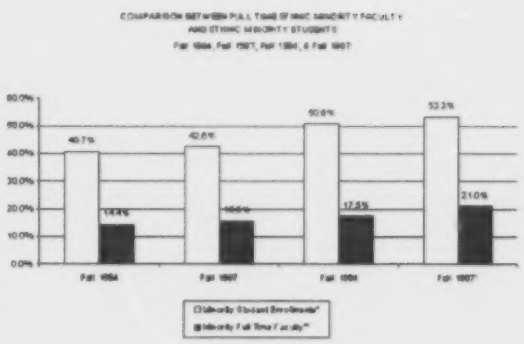
(Title 5 §53003 (c) (4)).

same is certainly not true of the faculty. The Chancellor's Office data depicted above show only a 6.6% advance in faculty diversification between 1984 and 1997, which means that the proportion of white faculty declined in that time from 85.6% to 79%. It is clear that the obstacles to achieving a diverse faculty are slow to be overcome, and much of the fault may lie in the affirmative action dimension of faculty hiring procedures.



At least part of the problem recently has been the passage in 1996 of Proposition 209, which banned many of the practices associated with affirmative action efforts. However, in a November 1998 ruling, the Sacramento Superior Court held that the affirmative action statutes affecting the community colleges as implemented by the Board of Governors Title 5 Regulations are constitutional. In 1998, the Board of Governors adopted "The Community College Commitment" to diversity, and subsequently adopted an "Action Plan" for the Commitment's implementation. (Both documents appear in Appendix A.) Academic senates should be clear, then, that there are no legal obstacles to the vigorous pursuit of community college affirmative action policies. To the contrary, such policies are strongly endorsed by the Board of Governors. The effect on community college affirmative action policies of the November 2000 California Supreme Court ruling in "San Jose vs. Hi Voltage Wire Works" is not yet known, and, until further analysis and possible court action, current policies remain in force.)

It should be noted that fair and effective hiring practices protect all candidates in the hiring process. All prospective candidates should be assured hiring guidelines and policies designed to: ensure equal opportunities for all who apply; base decisions upon job related qualifications; and establish practices fair to all regardless of personal connections.

What the *Contract Model* paper says about affirmative action is brief but extremely important:

> All participants in the process are given appropriate training in affirmative action procedures and the affirmative action goals and timetables of the community college so that success in reaching those goals is better assured. At each level, nominating entities and selection committee members have the responsibility to ensure that individuals, preferably minorities, the disabled, or women, who are knowledgeable about and responsible to the community college's affirmative action goals are included on all selection committees or similar groups. An affirmative action

Note the suggestion that it is the discipline faculty on the committee who make the decision regarding the candidates' meeting minimum and desirable qualifications, and that any questions regarding equivalency are to be resolved using procedures "developed and agreed upon jointly by representatives of the governing board and the academic senate."

committee shall be established under the auspices of the academic senate. Members of this committee shall receive appropriate training and shall be expected to serve as members on selection committees. The affirmative action officer shall serve as a consultant on district and state guidelines and be responsible for monitoring the district's affirmative action procedures, including but not limited to a review of the job descriptions and announcements, composition and procedures of selection committees, and the adequacy of the pool of applicants.

The recommendation that all members of the hiring committee have affirmative action training is more than an opinion of the Academic Senate; it is a legal requirement (Title 5 §53003 (c) (4)).[7] Those districts, therefore, which are not supplying such training are in violation of the law. Academic senates in such districts should:

- Notify the college president or chancellor and the chief human resources officer in writing that the district is in violation, citing Title 5 §53003 (c) (4);
- Request both a written response and the implementation of appropriate training by dates certain; and
- Failing appropriate responses from the district, including full compliance with mandated training, the academic senate should file a complaint with the state Chancellor's Office, sending a copy to the Academic Senate.

In other districts, affirmative action training occurs, but is perfunctory in nature, meeting only the letter and not the spirit of the law. In such cases, academic senates should work with appropriate district and college administrators, and with their faculty development committees, to find ways to infuse their affirmative action training with meaning, relevance and depth. Such training needs not only to communicate system and district goals, but should also:

- convey a sense of the educational, vocational, and social value to students and the campus community of a rich variety of backgrounds and perspectives among its members;
- reduce trainees' fear of, and induce a positive appreciation of, cultural differences;
- communicate clearly the moral wrongness of discrimination based on cultural and racial difference, and illustrate the damage—social, socioeconomic, and psychological—that has occurred as a result of discriminatory practices;

[7] Title 5 §53003. District Plan. (a) The governing board of each community college district shall develop and adopt a district-wide written faculty and staff diversity plan to implement its affirmative action employment program. Such plans and revisions shall be submitted to the Chancellor's Office for review and approval.... (c) In particular, the plan shall include all of the following:... (4) A process for ensuring that district employees who are to participate on screening or selection committees shall receive appropriate training on the requirements of this Subchapter and of state and federal nondiscrimination laws;...

- communicate the importance of campuses becoming cultural models for students: that, by providing an environment which honors diversity and is free of prejudice, the college can produce in students attitudes that will contribute to the elimination of bigotry in the larger community;
- provide trainees with specific strategies and techniques for promoting inclusiveness in job descriptions, advertising, paper screening, and interviews, as well as eliminating unintended exclusiveness;
- persuade trainees that following affirmative action guidelines is no more than good hiring practice, in that such practice demands reaching the broadest pool of potential candidates and hiring the candidate who will be the greatest asset to students and the campus community; and
- stress the importance of confidentiality as a protection to participants and candidates alike.

For several years, the Yosemite district has placed at the heart of its affirmative action efforts the training available through the Los Angeles Museum of Tolerance. Based on the success of the Yosemite program, the San Mateo Community College District has embarked on a similar effort, and their proposal and other materials related to their "Commitment to Diversity Project" are contained in Appendix B.

In the Contra Costa District, no faculty member may serve on a faculty hiring committee unless they have completed affirmative action training. The training is conducted by the academic senate of each college, in concert with representatives from the human resources department and the affirmative action officer. Upon completion of their instruction, trainees receive a dated card from the academic senate; the certification must be updated every two years if they are to continue as members of hiring committees. In addition, the district requires "diversity checks" of candidate pools, not only at the initial stage, with the "paper screening" pool, but also at two later stages, with the interview and the finalist pools. If the pool is found to be insufficiently diverse at any of the three stages, the process is shut down and begun anew. In the case of faculty hiring, the academic senates of the district's colleges are responsible for terminating the process should the pools be found to be insufficiently diverse. Such a process underscores the importance, mentioned earlier, of the academic senate's making the faculty appointments to the hiring committees, and of its having an Affirmative Action Committee, one of whose members serves on each selection committee.

Paper Screening

The selection of candidates begins with the review of their applications. The hiring committee's first pass through the applications should eliminate any applicants who do not meet minimum qualifications. According to the *Contract Model* paper:

> The desirable qualifications of the district may well be higher, but may not fall below the state's minimum qualifications. Each individual employed must possess qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the Board of Governors. Thus, local equivalency procedures shall be developed and agreed upon jointly by representatives of the governing board and the academic senate.
>
> The faculty on the selection committee from the given discipline or subject area shall make the determination whether applicants meet the desirable qualifications, the state minimum qualifications, or, when applicable, their equivalents as specified above.

Note the suggestion that it is the discipline faculty on the committee who make the decision regarding the candidates' meeting minimum and desirable qualifications, and that any questions regarding equivalency are to be resolved using procedures "developed and agreed upon jointly by representatives of the governing board and the academic senate." In some districts the "initial screening" for minimum qualifications is performed by clerks in the human resources office. As the *Contract Model* paper clearly recognizes, this is not good practice, and could result in the loss of excellent candidates, whose qualifications would be evident to discipline faculty.

The jointly agreed upon process at Moorpark College has three members of the selection committee review the applications to determine if minimum qualifications are met. Those applications that do not meet minimum qualifications are set aside, and all committee members are invited to review them. If a committee member believes that any of the applications set aside in fact meet minimum qualifications, those applications are returned to the pool for the review of the entire committee, which then collectively makes the final decision.

The *Contract Model* paper further observes:

> The selection committee shall review all applications and shall select those applicants for an interview who best meet the desirable qualifications listed on the job description, as measured by evidence of professional qualifications, including educational background and experience. All relevant academic information shall be submitted to the selection committee including transcripts and letters of recommendation....
>
> ...The selection committee shall evaluate candidates in regard to subject area knowledge and competency, teaching and communication skills, commitment to professional growth and service, potential for overall college effectiveness, and [extent of demonstrated (see footnote 5)] sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the district's students.

The committee should have a screening instrument, or score sheet, which allows members to rate each candidate on the qualities enumerated in the job description. As with the job description, the responses on the screening instrument should be weighted to emphasize those qualities most relevant to the candidates' performance of the work for which they will be hired. A fascinating thesis topic, or demonstrated grant-writing ability, should not be weighted equally with teaching experience when one is hiring someone to teach.

In determining which candidates to interview, selection committee members should allot time for a full discussion of their responses to candidates' applications. Fatigue and time constraints are sometimes conducive to simply "adding up the scores" and moving on. Whereas initial scores on the screening instrument are clearly helpful in the decision making process, they are an inadequate substitute to a full and informed discussion, with give and take among the various members' perspectives. Members should be encouraged to modify their scores in the light of insights gained through discussion, and at that point the scores might be given a major role in the final decisions. Because all of the documents used in the hiring process must be submitted as part of the legal record, committees may want to create a second rating sheet for this discussion phase, on which they make notes and enter their sometimes-revised scores. Both sets of scores, both pre- and post-discussion, would then be submitted.

Once the decision as to who to interview has been made, the committee should establish a tentative interview schedule. At that time, both successful *and unsuccessful* candidates should be notified immediately. It will probably not be the responsibility of the committee to notify the candidates; however, this courtesy is extremely important, as any faculty member who remembers his/her own job applications will recall, and the committee should follow up with the responsible party to see that the courtesy has been rendered.

The Interview Process

"A hiring process involves the evaluation of people for a position. It is at the same time a process in which your institution is evaluated by those who are touched by your process. Your goal should be to present yourself in such a way that all candidates exposed to your process come away feeling that yours is the only institution in the world at which they would want to work."[8] This principle applies, of course, to every stage of the hiring procedures; but nowhere is it more relevant than in the interview process, when the candidates and the members of the selection committee, representing the institution, come face to face.

In the interview, both the selection committee and the candidate will give and receive information, on the basis of which decisions will be made: by the committee, whether to advance the candidate as a finalist; by the candidate, whether this is the place he or she wants to make a career.

The committee should strive to make the interview process humane, and to create a relaxed atmosphere conducive to the candidate's doing his or her best. To this end, the chair might begin by telling the candidate, "We are aware that we are not the only ones making an important decision today, but that you, too, are deciding whether you would want to work here. So we thought that, in the process of introducing ourselves, each of us would tell you something about what we like and don't like about Golden Bear College." Then, after the introductions, the committee members can begin asking their questions of the candidate.

[8] Hoke Simpson. Presentation on hiring to North Orange County Community College District, January 13, 2000.

Of the interview process, the *Contract Model* paper says:

> The selection committee shall evaluate candidates in regard to subject area knowledge and competency, teaching and communication skills, commitment to professional growth and service, potential for overall college effectiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the district's students.
>
> The committee shall formulate interview questions (including an appropriate follow-up question procedure) to ensure a thorough assessment of the candidate's qualifications. The committee shall also provide for appropriate teaching demonstrations, writing samples, and/or other performance indicators related to the subject area....
>
> The committee shall conduct interviews and use a rating system to evaluate responses. Individual committee members must be present for each interview in order to participate in the evaluation of candidates.

At the point at which the selection committee begins asking its pre-formulated questions of the candidate, the interview process often becomes stiff and awkward. The key to relaxing this process lies in the committee's approach to follow-up questions. The committee should work closely with the affirmative action representative to set parameters that will ensure fairness to all candidates. In general, follow-up questions will take the form of requesting the candidate to clarify or expand something he or she has said; they should never involve coaching or leading the candidate. It is a good idea, for the first two or three questions, for the committee to have scripted two follow-up questions for each item. If the candidate happens to answer one of the scripted follow-ups in his or her initial response, the committee simply skips that one and moves to the second follow-up. This establishes a pace for the interview right away, and communicates to the candidate that the committee is willing to take its time, and encourages depth as opposed to brevity in the responses. During the first questions, as well as throughout the duration of the interview, committee members should listen attentively and seize frequent occasions to ask the candidate to expand or clarify something he or she said in response to the pre-formulated question. The advantages of such an approach are that:

- the candidate will appreciate the committee's attentiveness;
- the interview will take on the quality of a genuine conversation as opposed to that of a stiff, formal exercise; and
- the committee will learn more about the candidate's qualities than it would otherwise.

If a writing sample is desired, it can be administered prior to the interview, in a quiet area with a computer or other writing implements made available to the candidate. The writing "assignment" should be designed to provoke a thoughtful response as opposed to "interview boilerplate," and sufficient time should be allotted for the candidate to complete the task. Similarly, the committee should build in time to review the writing products as part of the overall assessment of the candidate. Rubrics for evaluation of candidates' writing samples should be agreed upon by the selection committee in advance, as part of the overall design of the interview process.

Notice that, in this model, once the finalists are forwarded to the president, the process is not out of the faculty's hands.

Sufficient time for the task is also a key factor in a performance demonstration. As opposed to the 10 to 20 minute role play that is often used in interview situations, the committee might consider the advantages of a "real life" demonstration. A candidate for a teaching position could be asked to present to a class of students in the discipline, for example, and the presentation could be video taped for later viewing by members of the committee. This procedure would overcome the obvious logistical difficulties involved in assembling all the members for a single class time. It would also avoid the artificiality that would be introduced into the classroom by having all the committee members appear for the presentation. The affirmative action representative on the committee could assist in ensuring that all candidates have an equivalent experience during such taping.

Selecting the Finalists

As with the paper screening instrument, the rating system used by the committee for the writing sample, interview and performance demonstration should give appropriate weight to the qualities on which candidates are being evaluated, with the greatest weight given to the qualities most essential to the candidate's performing the job for which he or she is being hired. The committee will certainly want to know about a teaching candidate's general intellectual interests; but these are not nearly so important to success as a community college teacher as the candidate's teaching skill, discipline expertise, and generosity of spirit.

While the interview process is ongoing, committee members should not discuss the candidates with one another. This practice gives members' impressions time to gel—but not to ossify! Once the interviews are over, the committee should give themselves time for a full, open and professional discussion, rising above any temptation simply to "add up the scores and move on." Again, because all of the documents used in the hiring process must be submitted as part of the legal record, committees may want to create a second rating sheet for this discussion phase, on which they make notes and enter their sometimes-revised scores, with both sets of scores then submitted. The discussion should progress, under the chair's direction, toward consensus on the top candidates, or, lacking consensus, until the requisite number of first-rank candidates emerge from the post-discussion rankings. As observed in the *Contract Model* paper:

> The chair shall lead the committee discussion regarding strengths and weaknesses of the candidates and summarize final committee rankings. The committee may include rankings and/or written comments for each candidate as a further means of communicating its recommendations.

On some campuses it is the practice to forward the list of finalists to the president unranked. However, informing its rankings, the selection committee has had the benefits of discipline expertise among its members, extensive discussion of the candidates, and observation of a

performance demonstration. Hence the suggestion of the *Contract Model* paper that it is appropriate to forward the committee's rankings and/or written comments on the candidates.

The *Contract Model* paper maintains:

> In case the list of faculty to be interviewed is large, the selection committee may wish to schedule second-stage interviews for those considered best qualified. Teaching demonstrations or other performance tasks may be deferred to this time.

The Academic Senate has rethought this opinion regarding the postponement of performance demonstrations to second-stage interviews. It now holds, to the contrary, that performance demonstrations are crucial to wise selection and should be part of the primary interview process. It is possible for people who are poised and confident in an interview to perform poorly in a performance demonstration, and these situations would clearly show up in the process recommended in the earlier paper. However, it is also possible for people who are rather unexceptional in interviews to perform superbly in a performance demonstration, and these individuals would be passed over were the earlier recommendation followed. It is simply the case that the best hiring practices take time; there are no shortcuts.

Reference Checks

As stated in the *Contract Model* paper:

> Reference checks shall be conducted by the area administrator and the selection committee (faculty) chair and shared with the selection committee before names are forwarded. Reference checks shall include academic background, professional experience, and personal qualities relevant to performance in the faculty position.

Reference checks pose the same dilemma as letters of reference: the fear of litigation has so infected the process that committee members have difficulty eliciting completely honest responses. Because reference checks are usually conducted orally, responses may, on the whole, tend to be more open. However, committee members conducting such checks need to be prepared to "listen between the lines," and to be attuned to—and follow up on—instances of damning with faint praise, or bland and non-committal statements about the candidate. Sometimes a question such as, "Is there any aspect of the candidate's professional record that might warrant further investigation on our part?" will elicit such critical information as, "It might behoove you to take an interest in the public records of our district's legal activities in the past ten years." Reference checking has become a sophisticated art, requiring that inquirers learn to hear what respondents are telling them while the respondents are, at the same time, trying to avoid any subsequent litigation.

The principle that part-time hiring processes shall mirror as closely as possible those for full-time hiring is critical, as it guarantees a consistently high quality of instruction to students, and it endows the status of part-time instructor with the aura of professionalism that it deserves.

Finalist Interviews

Once reference checks have been made and reported back to the selection committee, then, according to the *Contract Model* paper:

> The committee shall recommend up to three candidates to the college president for final consideration. The candidates whose names are forwarded shall be the best qualified to fulfill the requirements of the faculty position. If the committee cannot recommend any of the applicants the hiring process shall be reopened.
>
> The president shall review the selection committee's recommendation, the qualifications and the reference checks on the final candidate. The president may interview the finalists and conduct additional reference checks.
>
> Final hiring decisions are, whenever reasonably possible, made during the regular academic year and promptly communicated to the faculty. The expectation that faculty recommendations regarding the hiring of faculty shall normally be accepted is reinforced, and only in exceptional circumstances, and for compelling reasons communicated to the selection committee and to the president of the academic senate of the college, will someone be hired as a faculty member who has not been found to be among the best qualified by the faculty.
>
> The selection of the finalist to be recommended to the chancellor and board of trustees shall be made by the college president in joint consultation with the selection committee chair, the area administrator, and the academic senate president. If exceptional circumstances and compelling reasons exist why the president cannot choose any of the final candidates recommended, then he or she shall meet with the selection committee to discuss these issues. If the selection committee and the president cannot reach an agreement as to a candidate, then the president shall put his or her objection in writing to the selection committee and to the academic senate president, and the position shall be reopened.

Notice that, in this model, once the finalists are forwarded to the president, the process is not out of the faculty's hands. There is, first, the presumption that the faculty's recommendations will be followed unless there are "exceptional circumstances and compelling reasons" not to do so. Second, the model is based on the intent language of AB 1725, which clearly requires the president to make the final selection "in joint consultation with the selection committee chair, the area administrator, and the academic senate president." Then, if there are "exceptional circumstances and compelling reasons" why the president cannot choose among the finalists, he or she must take the further step of meeting with and attempting to seek

The academic senate has a particular responsibility to address issues of new faculty orientation, given their primary responsibility for faculty development processes outlined in Title 5, §53200.

agreement with the selection committee. Failing agreement, the president registers his or her objection in writing and the position is reopened. Although the phrase "exceptional circumstances and compelling reasons" is not explicitly defined, it clearly implies an extremely high standard that would rarely be invoked, and would be subject to challenge if the circumstances were not truly exceptional and the reasons not genuinely compelling. This sort of theoretical circularity is acceptable when, in practice, there would seldom be a gray area here.

The legislative intent language of AB 1725 §4(t)(2) asserts, in regard to hiring, "Both faculty members and administrators participate effectively in all appropriate phases of the process." Many local hiring policies specify that a faculty member will participate in the final interview, and the Academic Senate supports this as the procedure implicit in the AB 1725 intent language.

Finally, it is hoped that the president would make it clear to finalists in their interviews that, if hired, they will continue to be held to the high standards of the selection process.

Part-time Faculty Hiring

The most noteworthy feature of the *Part-time Model* paper is that *the process recommended there is virtually identical to the process for full-time hiring* examined in this paper. There are, however, two minor differences and one major one worth highlighting.

First, with reference to the composition of the selection committee, the *Part-time Model* paper recommends that each committee "shall consist of at least two faculty members appointed by the academic senate in consultation with the faculty of the discipline or subject area." For full-time hiring, four faculty members are recommended, one of them being the department chair. The language of the part-time hiring paper also states that the area administrator "may" be a member of the committee, and that the academic senate "may" appoint a member of the affirmative action committee to each selection committee. The language of the full-time hiring model, it will be recalled, does not make those appointments optional.

The second minor difference lies in the number of finalists advanced, and to whom. The *Part-time Model* suggests that "from among those interviewed and considered well-qualified, the committee selects up to *three* candidates for reference checks," and subsequently "recommend[s] up to *two* candidates to the *dean of instruction* and the college president." [Emphasis added.] The dean of instruction "and/or" the president then conduct the finalist interviews.

Notice that many committees will recommend a considerably larger number of candidates in order to have an available pool of part-time faculty for future scheduling. Indeed, some

colleges solicit applications to a candidate pool even in the absence of a specific opening. In such cases, the *Part-time Model* paper says:

> ...it is recommended that a list of qualified faculty be kept up to date by the department or area administrator. These faculty should have been interviewed and found to be acceptable by the faculty of the subject area and the administration.

The major difference from the full-time model is found in the *Part-time Model* policy that is designed "to cover a subject area's sudden need for substitutes or for hiring at the beginning of an academic term." In such cases, the *Part-time Model* paper says,

> ... in case of an emergency, if the instructor scheduled to teach a class becomes unavailable at the last minute or if there are not enough instructors available to accommodate all the enrollment in a course for which there is a policy not to turn students away, then the emergency procedure outlined below may be used.

The recommended emergency procedure reads as follows:

> If an instructor becomes unavailable to teach at the last moment or if enrollment in a course for which there is a policy not to turn students away is so large that a pool of properly screened applicants is not sufficient to staff all the added sections required, then the college may act to hire under this emergency procedure provided that:
>
> 1. The college president or designee and the academic senate president both certify that the situation was not one that could have been foreseen;
>
> 2. The hiring committee does the screening, interviewing, and hiring;
>
> 3. The hiring committee includes, at a minimum, one faculty member in the discipline or a closely related discipline selected by the academic senate president, and the area administrator may also be a member; and,
>
> 4. Anyone hired under this emergency provision must be evaluated during the first semester or quarter of employment by at least one full-time faculty member chosen in accordance with the college's evaluation procedure....

Let us repeat: The principle that part-time hiring processes shall mirror as closely as possible those for full-time hiring is critical, as it guarantees a consistently high quality of instruction to students, and it endows the status of part-time instructor with the aura of professionalism that it deserves.[9]

[9] Further discussion of issues related to the hiring of part-time faculty can be found in the paper, *The Use of Part-time Faculty in California Community Colleges: Issues and Impact*, adopted by the Academic Senate in Spring 1996.

Review and Revision

of Hiring Policies and Procedures

Because there is nothing either in Education Code or in Title 5 that requires further consultation once agreement has been reached between the governing board and the academic senate concerning hiring policies and procedures, it is important that the policy statement contain a provision for re-engaging in the consultative process. The following wording is recommended in both the *Contract Model* and the *Part-time Model* papers:

> This hiring policy and its procedures are subject to review and revision at the request of either the academic senate or the board of trustees. Such revised policy or procedures shall be mutually agreed upon by both parties before it replaces the previously agreed upon hiring policy or procedures.

Beyond Hiring:

Welcoming and Mentoring the Newly Hired Faculty

Though technically the work of the hiring committee is completed once the board has formally hired the new faculty members, whether they are full-time or part-time faculty, the obligation of the entire institution just begins. From assigning the newcomers a mailbox and securing signatures on appropriate forms to explaining the discipline's curriculum and assisting with methodological and pedagogical questions, staff, faculty and administrators have responsibilities to integrate new hires into the work of the department and the institution. The academic senate has a particular responsibility to address issues of new faculty orientation, given their primary responsibility for faculty development processes outlined in Title 5, §53200.

Of particular pride are the myriad approaches California community colleges have adopted to orient and mentor new hires. While these methods might range from an intensely focused mentoring project to the more general series of orientation meetings sponsored by the local academic senates, the goals are the same: fostering inclusion into the college community and instilling within the newcomer a sense of pride and familiarity.

Irvine Valley College has had an orientation program for its new faculty members sponsored by its academic senate subcommittee on academic affairs. Beginning in the spring prior to the newcomer's appearance on campus, the senate committee works with the division deans to ensure that all new faculty will have a common free time-slot in their teaching schedule. Beginning in flex week, the new faculty are met by members of the senate committee, given a comprehensive tour of the campus and its facilities, and escorted to various flex week events, also often accompanied by senior faculty in the discipline. As the fall semester gets underway, the new faculty are not assigned to a standing campus committee; rather, as

Outside of their primary functions as teachers, counselors, and librarians, there is nothing more important that faculty do than to select those who will become their colleagues and join them in service to community college students.

their contractual committee assignment in this first semester, they meet weekly in the academic senate committee's orientation program that features presentations by staff, students, and faculty throughout the college.

Los Angeles Valley College also has a formal orientation process. There, new faculty receive 12 hours of orientation in sessions planned by a team that includes the college's vice president of instruction, representatives of the academic senate and the bargaining unit, and a representative of the professional development committee. New and participating senior faculty can receive staff development or flex credit for participation in such sessions.

Faculty—new and continuing—profit from orientation activities such as these:

- being sent on a campus "treasure hunt" sending them to a library resource, the student health center, the emergency supply stations, the art gallery, labs, learning centers, etc.
- sitting through the math/English matriculation assessments (for faculty in those disciplines).
- applying for and registering for a class.
- attending a career-planning or academic preparation course.
- having presentations from *all* campus governance groups.
- having a special, crash course orientation presented by technology staff.
- sitting in and reporting on the work of college committees.
- shadowing learning resource faculty working in their same disciplines.
- researching and explaining to their new faculty colleagues the curriculum or teaching innovations in their department.
- attending a college sports event together, sponsored by the athletic department whose teachers/coaches join them.
- observing distance education classes as they are being televised or taped.
- preparing their own acronyms list for future reference.

Los Medanos College has an extensive orientation program for newly hired faculty. The new hires are given reassigned time of up to 25% (the equivalent of at least one 3 unit class) to participate in an ongoing weekly seminar related to their new roles. A faculty coordinator

(who similarly is provided reassigned time) who is not involved directly in their formal evaluation, is assigned to coordinate the seminar and mentor the new faculty. The seminar includes not only orientation to the programs, policies and educational model and philosophy of the college, it also stresses ongoing pedagogical discussion and incorporates instructional improvement workshops. These latter include peer observations and critiques of classroom teaching, and utilize video taping to assist new faculty in identifying their teaching strengths and areas in need of improvement. This program essentially utilizes a learning community model and helps build a strong cohort of new faculty whose ties carry forward long into their teaching career. The academic senate is centrally involved in designing and participating in the Nexus program as well as in selecting the faculty coordinator.

On the other end of the spectrum are the more formal, contractual mentoring arrangements that pair senior faculty with neophyte instructors or experienced faculty new to the district. These pairings most frequently occur within the department or division and allow for exchanges of syllabi, visits to one another's classrooms, discussions of assignments and grading practices. Mentors can address both the practical and pedagogical concerns of the new hire and build mutual confidence and trust: the confidence the hire has in himself or herself, and the trust the department now has in this new faculty member. The practice can also permit the department to address any perceived weaknesses detected during the interview process. Such mentoring arrangements usually operate more intensely during the first year of the new hire's employment but may be extended throughout the probationary period as part of the ongoing preparation for peer evaluation and tenure review. While successful mentoring obviously depends on successful pairing of the mentor and mentored, the mentoring arrangement is obviously a means of personalizing the professional development of both colleagues throughout this period.

Ongoing orientations and mentoring experiences can also be easily embedded into other professional development activities of the department or division. English departments often conduct annual "norming" sessions using actual student papers to allow their department members, including part-time faculty, to recalibrate their expectations about student performance and discuss candidly course objectives. Faculty members in math and the sciences may also meet periodically for mini-teaching demonstrations presented by their own colleagues; solutions to problems, orientations to new technology or equipment, hands-on lab work of their own provide showcases for various teaching methodologies and underscore for new members the intellectual dimensions of their work.

While orientation and mentoring of new faculty is more generally provided to full-time hires, it should be noted that part-time faculty also are in need of such attentions. In fact, given the conditions of part-time faculty employment, the use of orientation and mentoring to integrate part-time faculty into educational programs is critical for the quality and consistency of students' educational experiences. Part-time faculty are all too often institutionally disconnected, and kept unaware even of curriculum expectations and practices at the department level. Local academic senates can work to mitigate these challenges with the inclusion of part-time faculty in well designed orientation and mentoring programs.

New hires report that mentoring and orientation efforts are widely appreciated, clarify the expectations the institution has for them—inside and outside the classroom—and integrate them more quickly into these larger responsibilities. Such welcoming and mentoring activities familiarize new faculty with college procedures as well as the professional practices of their colleagues, and, more importantly, offer them warm and welcoming faces wherever they go. New hires are seemingly more willing to ask questions of senior faculty, to share their teaching successes (and woes), and to engage in the ongoing work of the college's faculty to which they can now be significant contributors.

Recommendations

The Academic Senate makes the following recommendations for local senates:

1. Faculty practices, procedures, and policies should be informed by the 1989 Academic Senate-adopted papers *Contract Faculty Hiring Procedures: A Model Based on Assembly Bill 1725*, and *Part-Time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725*. Any review of hiring practices should involve a review of the intent language of AB 1725.

2. In addition to considering program needs, decisions to hire should consider the mandate for a 75/25 full-time/part-time instructor ratio.

3. Every local academic senate should have an Affirmative Action Committee, one of whose members is appointed to each faculty hiring committee.

4. Roles of administrators in the hiring process should be clearly articulated both in policy and in practice, and should be reviewed by all participants prior to the onset of the hiring procedure.

5. Job descriptions must observe the state minimum qualifications while inviting, through statements of desirable qualifications, faculty of highest professionalism. Thus, job descriptions must give primacy to the traits or abilities most sought and must avoid boilerplate language that homogenizes all faculty positions.

6. Hiring committees must be actively involved in the creation of job descriptions, announcements, and advertising efforts in their effort to promote the institution's commitment to diversity and invite a broad spectrum of qualified applicants.

7. Local academic senates should take steps to ensure that their districts provide affirmative action training for all faculty and staff participating on hiring committees.

8. Faculty should explore strategies to infuse their affirmative action training with meaning, relevance, and depth.

9. Faculty must resist the efforts of district clerical or human resources staff to make substantive decisions about the suitability of applications, the completion of packets, the meeting of minimum qualifications, or other matters that should fall under the review of the hiring committee or its equivalency determination committee.

10. While all hiring policies and practices must be attentive to legal constraints as they apply to fairness and equity, they should be infused with and guided by empathy for the applicants. Thus, faculty must insist upon prompt and courteous notification of candidates—successful and unsuccessful.

11. Hiring processes must include time for fair and appropriate discussion of candidates' merits—both after the paper-screening and the interview processes.

12. Selection committees should make use of follow-up questions in interviews to create a more relaxed, conversational tone, to establish a pace for the interview, and to elicit greater depth in the candidates' responses.

13. Adequate time must be allowed for performance demonstrations, as these are the activities for which candidates are being hired. They are not being hired to give interviews.

14. Faculty making reference checks should be sensitive to respondents' desire to avoid litigation and should follow up on any suggestion of the candidate's unsuitability.

15. Processes for hiring part-time faculty should mirror as closely as possible those for hiring full-time faculty.

16. The conditions allowing emergency hiring of part-time faculty at the beginning of the semester should be articulated in policy such that such hires are the exception rather than the rule.

17. Jointly agreed upon hiring policies should contain a provision to revisit the agreement at the request of either the local academic senate or the governing board.

18. Faculty should establish mentoring programs for new faculty with the aims of integrating the new hires into the life of the campus and promoting the highest standards of performance. Attention should be paid to the mentoring of both full- and part-time faculty.

Conclusion

Outside of their primary functions as teachers, counselors, and librarians, there is nothing more important that faculty do than to select those who will become their colleagues and join them in service to community college students. Faculty everywhere have the potential to change the lives of their students, but it can be reasonably argued that nowhere is this potential so great as in the community college. It is therefore essential that utmost care and attention be given to formulating hiring policies and procedures, and that their execution be entered into with creativity and patience. In hiring, faculty are building the future. For the process to be sound, as was observed earlier, there can be no shortcuts, and it will be difficult and time-consuming. However, as the philosopher Spinoza observed at the end of his great work, the *Ethics*, "All things worthwhile are as difficult as they are rare."

Appendices

California Community College Commitment to Diversity and Action Plan

The California Community College Commitment to Diversity

As the largest public post secondary education system in the world, California Community Colleges serve as a model of equity and access for the nation and the world and exemplifies a commitment to diversity that is more essential than ever in this age of global inter-dependency. Since their inception, the colleges have been leaders in developing and promulgating policies, programs and services which acknowledge the differing needs of economically and culturally diverse students.

The California Community Colleges are committed to preserving and enhancing the diversity of students, faculty, and staff as a necessary component in maintaining the excellence of our campuses. In furtherance of this commitment, the community colleges pledge to achieve the following goals and objectives.

1. Create and maintain an environment that fosters success for every community college student

    A. Keep community colleges affordable and accessible through maintaining low fees and by seeking state funding that reduces the gap between California's funding per community college student and the national average.

    B. Place a high priority on diversity and equity as necessary components of quality community college programs and projects.

    C. Increase access by expanding outreach to high schools, industry, and the community.

    D. Expand programs proven to increase the success of students, such as Middle College, Extended Opportunity Programs and Services (EPOS), Disabled Student Programs and Services (DAPS), Cooperative Agencies Resource for Education (CARE), Punte Project, and the Mathematics, Engineering and Science Achievement Program (MESA).

    E. Expand the inclusion of multiculturalism within the curriculum and remove barriers to student success.

    F. Strengthen educational partnerships through service learning projects with K-12, enhanced learning and transfer centers, and increased articulation with all segments.

2. Create, expand, and maintain programs that increase opportunities to hire and promote more diverse staff and faculty

    A. Develop a statewide internship initiative with inter segmental partners which utilizes our student population to generate future faculty and staff.

    B. Obtain supplemental funding that results in the hiring of additional full-time diverse faculty.

3. Implement a public awareness campaign emphasizing the value of diversity and the ways in which community colleges serve California's growing demographic diversity

   A. Ensure a high profile for diversity issues within the overall community college marketing campaign.

   B. Publicly Recognize colleges that meet the needs of the diverse communities they serve.

4. Obtain additional resources for increasing faculty and staff diversity and student success through funding programs and initiatives that are part of this commitment and the implementation plan

The Board of Governors of the California Community Colleges calls on the local colleges and the communities they serve to help fulfill the California Community College Commitment and directs the Chancellor to develop an action plan to implement its provisions. Faculty, staff, students, alumni, elected officials and other interested parties must work together in order to fulfill this commitment. Only by a concerted effort to achieve the goals of this commitment will all citizens be able to avail themselves fully of the educational and training opportunities offered by the California Community Colleges and thereby be empowered to contribute to the continued economic and social viability of California.

CALIFORNIA COMMUNITY COLLEGE COMMITMENT: ACTION PLAN

Introduction

The California Community Colleges comprise the largest system of higher education in the world and serve as the primary public institution providing access to post secondary education for all Californians. The mission of the colleges is to provide academic education and occupational training, noncredit and ESL instruction, and participation in the economic development of the state. In carrying out this mission the community colleges support the success of every student by effectively addressing differences in student backgrounds, objectives, skills, and levels of preparation for college work.

Community colleges exist in a dynamic social and economic context. In the 21st century California's demographics will change dramatically such that California will become the most ethnically and racially diverse state in the nation—a condition that is already evident in the student bodies of the colleges. The California economy has become a major player in the global economy, with resultant demands on the nature and type of workforce preparation needed for all students, including the recent emphasis on integrating welfare recipients fully into the state work force. The cultural and business requirements of the global economy will call for a California workforce of the future which is culturally diverse, competent and flexible. The degree to which California can successfully compete in a world economy is directly related to the quality of education and training provided its diverse population. If that

population is ill-trained or lacks incentive to pursue education due to the absence of culturally responsive curricula and instructors, California's future economy will suffer.

As a result of recent political and judicial actions, there is uncertainty about the ability and the need to respond uniquely to identified diversity needs. In addition, there is growing concern about the most appropriate means to accommodate the complex student needs arising from racial, ethnic, language, gender, and class differences. As the colleges adjust their operations to a projected dramatic increase in student enrollment, it is essential that they recognize and affirm their mission to serve all students equitably and provide opportunities for the development of a diverse faculty and staff.

The faculty has a preeminent role in achieving equity and diversity goals. A strong commitment to and presence of faculty and staff diversity improves student success. As pedagogical research has demonstrated, students learn in different ways, mentoring relationships contribute to student retention, persistence and performance; and an appreciation of diversity is necessary for economic and social survival. A diverse faculty bring their uniquely different backgrounds to bear in devising different strategies keyed to alternative learning styles; provide an easily identifiable mentor relationship; and their personal experience in different cultures contribute uniquely to assuring that multiculturalism is integral to the curriculum.

The Board of Governors adopted the California Community College Commitment in September, 1998 reaffirming its own policy commitment to diversity. The California Community College Commitment to Diversity serves as a foundation upon which the system's action plan for the future is built and provides in a singular document an affirmation of the system's historic commitment to diversity at all levels of the community college experience. In doing so, the Commitment underscores and supports the belief that education is the key to successful participation in a diverse American society.

The Action Plan outlines goals, objectives and actions that comprise an implementation strategy for the Commitment while outlining what the system will do to continue to support efforts to increase student success with attention to issues of diversity. The Plan acknowledges the leadership that the Chancellor's Office must provide so that all components of each college will work together to ensure successful accomplishment of the plan activities. In exercising this leadership role, the Chancellor's office will seek the active participation of all constituencies within the system, but with particular emphasis on the role of the faculty at the state and college levels.

Action Plan

Preface:

The Action Plan proposes specific actions, some of which derive from existing policy and others that implement new policy directions. In that context, it is important that the following principles be kept in mind when reviewing the proposed actions:

- Any proposed action will be evaluated in light of existing Board of Governors and system policy and integrated into such policies or activities.

- Each proposed action will be designated by the Chancellor to a specific agency , organization, or individual in order to clarify responsibility. Any funding request related to a proposed action will be subject to the consultation process and system priority setting.
- In addition to incorporating the existing system priorities which contribute to accomplishing the goals of the *Commitment*, the Action Plan focuses on two major areas: student success and faculty diversity.

The system's policies of open and affordable access, plus outreach, has produced a student body that closely mirrors California's adult population. The first focus of the Action Plan is on actions that can enhance the success rates for all student populations.

The second focus proposes a system approach to creating a pool of well qualified faculty candidates, prepared to meet the kinds of challenges the future will present, in sufficient numbers to replace anticipated retirements and meet expanding enrollments. The Chancellor's Office will provide leadership to the colleges to help them to recruit diverse faculty for all openings and will monitor colleges' compliance with all affirmative action hiring regulations.

GOAL 1

CREATE AND MAINTAIN AN ENVIRONMENT THAT FOSTERS SUCCESS FOR EVERY COMMUNITY COLLEGE STUDENT.

Objectives

A. *Keep community colleges affordable and accessible through maintaining low fees and by seeking state funding that reduces the gap between California's funding per community collegstudent and the national average.*

Current Status

The New Basic Agenda, the California Community Colleges 2005: A Strategic Response, and other policy documents, effectively contain elements of adopted Board of Governor's policy which support this objective. Additionally, the Partnership for Excellence has provided new and additional funding which can support this effort.

Action

1. Increase resources specifically targeted at expanding student diversity

2. Secure adequate federal and state financial aid to offset any future fee increases.

B. *Place a high priority on diversity and equity as necessary components of quality community college programs and projects.*

Current Status

The system's broad and sustained commitment to diversity continues to stimulate comprehensive institutional improvements through infusion of new perspectives into teaching methodologies, curriculum design, learning styles, institutional definition and collaboration across traditional organizational boundaries. These improvements enhance student success, ben-

efiting targeted populations as well as the general student population. The proposed actions sharpen and add urgency to continued efforts under this objective.

Action

1. Include the California Community Colleges Commitment to Diversity among those policy documents which drive the annual budget setting priorities for the system.

2. Supporthe Board of Gvernors' Student Equity Policy by utilizing student success grants o do:

    a. Update campus Equity/Success Plans;
    b. Facilitate implementation of effective student success strategies through Underrepresented Students special projects.
    c. Facilitate implementation of effective student success strategies through Fund for Student Success institutionalization grants.
    d. Conduct third party evaluation of student equity plans to determine effectiveness of selected strategies in minimizing achievement disparities among population groups.

3. Review existing instruments which assess campus diversity climate and encourage their use and implementation. Identify training opportunities where the results of these findings may be used to enhance diversity.

4. Identify successful race and gender neutral approaches to improve student outcomes in recruitment, retention, and advancement of all student groups toward reater educational and employment opportunities.

5. Identify as a sub goal for the Partnerships for Excellence initiative the reduction and elimination of achievement disparities across student populations.

6. Support inclusion of language related to diversity as a part of accreditation standards; including self-study documentation that validate report findings.

7. Update and recirculate the Academic Senate's *Student Equity: Guidelines for Developing a Plan.*

C. Increase access by expanding outreach to high schools, industry, and the community.

Current Status

Current policy, as referenced in the California Community Colleges 2005: A Strategic Response, and a variety of programs (as noted in Objective D below) are operating to accomplish this objective. An increase in participation rates is expected to occur as a direct result of current efforts.

Action

1. Support the Faculty and Staff Diversity Plan directives for working with community organizations.

D. Expand programs which have been proven to increase the success of students, such as Middle College, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), Cooperative Agencies Resource for Education (CARE), Puente Project, and the Mathematics, Engineering and Science Achievement program (MESA).

Current Status

These programs, and others like women's reentry, community college "bridge" programs, continue to deliver the services they were designed to provide. Specialized student support programs—with a profound belief in every student's ability to succeed, provide outreach, financial assistance, transition to college, mentoring, community involvement, role models, and play a crucial role in the success of the targeted student populations they serve. While reports of successful program outcomes are encouraging, more in depth study is needed. These studies will continue to expand what we know about effective strategies for different student groups, and about the relationship between addressing the needs of particular student populations while at the same time applying the lessons learned to institutional issues through broad based strategies. There is also more research needed on what students need to know and do to function effectively in a diverse workplace and global society, as well as to develop and sustain healthy, respectful communities. The following action is proposed to obtain the information needed to guide future policy development and funding priorities to support this critical objective.

Action

1. Under the auspices of the Human Resources, Student Services, and Educational Services divisions, conduct a study of special programs that promote equity and diversity. The objectives of the studies are to: 1) document effectiveness and levels of unmet need;

2. target the 2000-01 budget cycle to support those programs demonstrated by the study to warrant additional funding; 3) determine long range funding needs of specific program populations; and 4) identify successful strategies that can be utilized in programs and services to assist the general student population.

E. Include multiculturalism within the curriculum and remove barriers to student success.

Current Status

The evidence continues to grow that infusion of multicultural perspectives into the curriculum and in the classroom has a positive impact on attitudes toward ethnicity, race, gender. Opportunities to interact with different cultures and persons from different backgrounds contribute positively to the cognitive development of students and to their overall satisfaction and involvement with the institution.

The California Community Colleges 2005: A Strategic Response states that "colleges will continue to expand methods of instruction by providing alternative delivery systems and

pedagogical techniques (e.g., collaborative and relational learning) to ensure that appropriate teaching styles are matched with different learning styles so that retention and learning are maximized".

Action

1. Promote special projects which identify and expand methods of instruction directed at providing alternative delivery systems and pedagogical techniques. This will ensure that community college faculty develop the skills and flexibility to recognize and implement different methodologies which permit them to match their teaching styles with different learning styles of their students.

2. Ensure that SCANS competencies for employability in community college curriculum include a recognition of diversity in the workplace and the importance of recognizing and acknowledging the benefits that multiculturalism plays in a plualistic society.

F. Strengthen educational partnerships through service learning projects with K-12, enhanced learning and transfer centers, and increased articulation with all segments.

Current Status

Current policy and initiatives such as Partnership for Excellence, inter segmental memoranda of understanding, Americorps and the development common course numbering systems address these objectives.

Action

1. The Chancellor's Cabinet will consider how each division can support the California Community College Commitment to Diversity individually and how they will work collaboratively toward its implementation.

Goal 2

Create, expand, and maintain programs that increase opportunities to hire and promote more diverse staff and faculty.

Objectives

A. Develop a statewide internship initiative with inter segmental partners which utilizes our student population to generate future faculty and staff.

Current Status

A Human Resources Needs Assessment and Plan is under development. Current internship programs are the subject of a joint research project with CSU and other inter segmental activities, including discussions with the Commission on Teacher Credentialing are underway.

Action

1. Complete the Human Resources Needs Assessment and Plan, incorporating the findings of the current inter segmental internship research, with a target date of July, 1999.

2. Reintroduce the New Educators for the 21st Century or similar proposal in the 2000-01 budget cycle.

3. Expand existing internship programs

B. Obtain supplemental funding that results in the hiring of additional full-time diverse faculty.

Current Status

Funding for additional full-time faculty positions comes from multiple sources including growth/COLA allocations, utilization of new base allocations such as Partnerships for Excellence, and specific budget change proposals to increase the full-time to part-time faculty ratios. Community Colleges are required by statute and regulation to practice equal employment opportunity and recruit widely to fill vacancies. The system's Faculty and Staff Diversity Registry and statewide job fairs promote the hiring of diverse faculty and staff. Increasing diversity is an expected outcome of current policy and regulations.

Action

1. Support and participate in the system's consultation and budget setting process to pursue additional state funding to achieve diversity by hiring additional full-time faculty.

2. Jointly distribute and promote a revised version of the State Academic Senate's *"Affirmative Action Regulations: Guidelines with Questions and Answers"*.

3. Develop and conduct in-service training programs for college and district personnel selection teams that improve sensitivity to the importance of diversity in the workplace.

4. Increase the provision of technical assistance and compliance monitoring of local colleges and districts to ensure that affirmative action regulations, guidelines and laws are implemented.

5. Conduct third party evaluation of the Faculty and Staff Diversity program to determine an effective means of broadening its utility and strengthen successful strategies that increase opportunities to hire and promote more diverse faculty and staff.

6. Seek additional funding to permit the Chancellor's Office to properly implement programs that increase opportunities to hire and promote more diverse faculty and staff.

Goal 3

Implement a public awareness campaign emphasizing the value of diversity and the ways in which community colleges serve California's growing demographic diversity.

Objectives

A. Ensure a high profile for diversity issues within the overall community college marketing campaign.

Current Status

Numerous reports and studies foretell California's increasing demographic diversity, where soon, no single racial group will constitute a majority. Community college leaders continue to explore effective ways to educate a diverse student body to live, work, and excel in a complex and pluralistic society. The community colleges are ideally suited to contribute greatly towards this objective. The Chancellor has taken a leadership role in addressing the future of diversity through public comments on national and state forums. A statewide publicity campaign is in the formative stages.

Action

1. Ensure that the system-wide public awareness campaign endorses and promotes diversity.

2. Expand on the Chancellor's leadership role to promote diversity through various means: personal statements and an affirmative action/diversity statement on all Chancellor's Office public documents.

3. Broadly disseminate the California Community College Commitment to Diversity statement.

4. Develop film and other resource materials that enhance public awareness of the importance of diversity in the workplace.

B. Recognize colleges that meet the needs of the diverse communities they serve.

Current Status

At its annual conference, the Board of Governors and the Chancellor have recognized community college districts and individuals that have demonstrated distinguished leadership in promoting faculty and staff diversity.

Action

1. Incorporate and showcase student success at local colleges through the marketing campaign.

2. Encourage regular recognition by statewide community college organizations of exemplary contributions toward achieving equity an
d faculty and staff diversity made by trustees, faculty, staff, students or institutions.

Goal 4

Obtain additional resources for increasing faculty and staff diversity and student success through funding the programs and initiatives that are part of this commitment and the implementation plan.

Objective

Ensure that diversity programs and initiatives do not fail for lack of funding.

Current Status

Depending on the criteria applied, the dollars currently available to support diversity and equity efforts range from $131.9 million (when programs such as Middle College, EOPS, DSPS, CARE, Puente, Mathematics, MESA, and the Faculty and Staff Diversity Program are considered) to as much as $ 318.5 million (when including programs such as BFAP, Americorps, Transfer Education and Articulation, Student Services TANF Recipients, JTPA, FSS, and Partnerships for Excellence). Many of these programs have strict statutory limitations which narrowly define their use and are further encumbered by an inadequacy of funds for existing unmet needs. These restrictions can result in minimizing diversity and equity as a priority.

Action

1. Implement the target funding goal identified as a result of the proposed study of special programs.

2. Initiate a cross divisional effort in the State Chancellor's Office to coordinate and collaborate on diversity oriented programs and activities, supported by additional funding and staff.

3. Seek corporate and private funding dedicated to the *Commitment*.

Appendices

PROGRAM IMPROVEMENT

Program Improvement

San Mateo County Community College District Program Improvement Grant Application Cover Sheet

☐ Cañada ☐ CSM ☐ Skyline

Project Title: Commitment to Diversity
Contact Person: Kate Motoyama & Al Acena, CSM x6676
Co-Applicants: Carla Campillo & Rosemary Ybarra-Garcia, Skyline x4315
Walter Owyang & Rosa Perez, Cañada x3464

Abstract For Board Report

Need Statement. AB 1725 and the Board of Governors' "Commitment to Diversity" prioritize diversification of our professoriate so as to reflect the communities we serve and, thereby, assure academic success for all students.

Goals. The three colleges have made progress towards attaining participation goals for faculty hires, but an immediate and concerted plan is needed

- to hire and retain greater numbers of faculty underrepresented in higher education; and
- to encourage an institutional culture that acknowledges, recognizes, and possesses requisite training to counteract systemic barriers in recruiting, screening, hiring, and retaining faculty of color.

Activities. The project will be completed in phases; Phase I seeks to train key faculty, classified staff, and administrators to Commit to Diversity. Seed money provided by the Program Improvement Grant will enable us to

- invite Chancellor Pam Fischer, Yosemite Community College District, to provide an overview of the training provided by the Museum of Tolerance to District FASDAC, College Presidents, and Chancellor;
- send a first team of members from the above meeting to the Tools for Tolerance seminar at the Los Angeles Museum of Tolerance to participate in an intensive, facilitated training;
- send a second team of members from each of the College Councils to participate in the Tools for Tolerance seminar;
- send a third team of new faculty hired in 99-00 to participate in the Tools for Tolerance seminar.

Start Date: Spring 00 Completion Date: Fall 00 Amount: $10,500

☐ Approval ☐ Denial ☐ Approval ☐ Denial

Division Dean_____ Committee Chair_____ President_____

Date _____ Date _____ Date_____

The Nature of the Need and its Significance

"Mission 7. Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports student success."
—Mission Statement, San Mateo County Community College District

AB 1725 intent language stipulates that, "by fiscal year 1992-93, 30 percent of all new hires in the California Community Colleges as a system will be ethnic minorities [California Code of Regulations, Section 87107(a)]." In the ensuing years, however, most community colleges in California (the most diverse state in the continental United States) have made small progress in diversifying faculty ranks—the hires which most directly influence student learning and success. Research has shown consistently that faculty and staff who are representative of the community enhance students' educational outcomes (Hurtado and Milem, 1999). In recognition of the connection of staffing diversity and student success, SMCCCD hiring criteria seek faculty with "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students [California Code of Regulations, Section 87360(a)]." However, we submit this Program Improvement Grant in the belief that the above-specified criteria have not guided faculty hiring and retention practices in our district.
Using CSM for the purposes of analysis, the current year's faculty representation can be compared to 1999-2000 San Mateo County available workforce data as follows:

	CSM	Availability
African American	8.5%	4.6%
American Indian	. 5%	.4%
Asian/Pacific Islander	6.3%	10.3%
Hispanic	5.7%	16.8%
White	78.4%	61.9%

There are sources of more precise data that could be used for comparison purposes, such as from the California Postsecondary Education Commission, California Community Colleges Job Registry, and labor market statistics on availability of full-time faculty as an occupational category; however, the ethnic composition of the San Mateo County labor force can be used as a rough gauge of whether the educational sector reflects that same composition. And while we acknowledge that the current labor force may not mirror the general population, the comparison with San Mateo County Equal Employment Opportunity Plan data reveals that some ethnic groups historically underrepresented in higher education tend, indeed, to be underrepresented among CSM faculty hires. We extrapolate from the data that the college as a whole must Commit to Diversity by investing in training to counteract systemic barriers and develop best practices to attract, hire, retain, and promote faculty of color.

Taking a more global view of faculty hiring trends statewide, Thomas Nussbaum, Chancellor of California Community Colleges, reports that nearly three-fourths of 1100-1200 full-time faculty hires in 1999 were White. In other words, California, a state with a 48% minority population, has a community college system which hired 74% White faculty. We surmise, then, that the passage of Proposition 209 exacerbated misunderstandings of affirmative action and created barriers to attracting, hiring, and retaining faculty of color in California and within the SMCCCD. With many

faculty retirements and 11,000 full-time faculty projected to be hired in the next decade, the SMCCCD will likely to have some portion of new and replacement faculty hires. The Commitment to Diversity is a means to invest in the support, as well as the creation, of a diverse professioriate who serve as role models in the teaching and learning experiences of our students.
We request a commitment from the three colleges to invest in the District's greatest resource: its faculty, classified staff, and administrators. We propose a unified training program modeled after one successfully developed and in its second year of implementation at Yosemite Community College District. In a nutshell, YCCD committed funds to sponsor faculty, classified staff, and administrators to experience the Los Angeles Museum of Tolerance and its Tools for Tolerance program. The program offers a shared experience of the broad range of cultural, racial, linguistic, religious, geographic, socioeconomic, and other backgrounds in our increasingly diverse population. That shared experience is facilitated through expert presenters and trained seminar leaders (see attachment). We envision a similar program for the SMCCCD.

Project Objectives

- A higher percentage of faculty of color will be hired and retained in full-time positions in 00-01.
- A higher percentage of faculty of color will be hired and retained in the adjunct faculty pool in 00-01.
- A higher percentage of faculty of color in the adjunct faculty pool will be hired as full-time faculty in 00-01.
- Key faculty, classified staff, and administrators will share a learning experience that may affect significantly their attitude towards diversity and how diversity contributes to student success.
- The institutional culture of each campus may come to embrace diversity and better reflect commitment to the SMCCCD Mission Statement.

Proposed Work And Time Line

1. By March 30, 2000 to have established an oversight committee for the project, composed by District FASDAC members as well as the District's lead executives—the Chancellor, College Presidents, or their designees. After a series of meetings, this oversight committee will jointly decide on the timetable for Phase I as well as identify means for project continuation. An institutional researcher will be engaged to create an instrument to gather quantitative and qualitative data from project participants.

2. By May 25, 2000 to have sent the first team to the Los Angeles Museum of Tolerance, gathered data from exit interviews with the team, and reviewed plans for the second team's visit. The instrument developed by the institutional researcher will be field tested with the first team, with results used to modify the project. The oversight committee will jointly outline a plan to secure funding to continue the project.

3. By August 18, 2000 to have sent the second team, comprised of members of the three College Councils, and third teams, comprised of new faculty hires for 99-00, to the Los Angeles Museum of Tolerance. Each campus experience will have been completed and evaluated, using the developed instrument, Phase One of the project. The oversight committee will have finalized and submitted proposals to secure funding for project continuation.

4. By June 30, 2000 to have disseminated a statistical analysis of new full-time and part-time faculty hires at the three colleges and within the District as a whole.

Specific Outcomes

The specific outcomes of the Commitment to Diversity project are

- District FASDAC, the College Presidents, and Chancellor Johnson will learn of, and then experience, the training provided by the Los Angeles Museum of Tolerance.
- Membership of each College Council will participate in the training provided by the Los Angeles Museum of Tolerance.
- New faculty hires for the academic year 99-00 from each college will participate in the training provided by the Los Angeles Museum of Tolerance.

District FASDAC, which advises the Chancellor on diversity and affirmative action matters, has faculty, classified staff, and administrative participation; all three colleges are represented, as well as the District Office. At the April 27th meeting to which the College Presidents and Chancellor have been invited, Chancellor Pam Fischer of the Yosemite Community College District will explain the Museum of Tolerance training undertaken by her district. Two years ago, Yosemite Community College District committed to a district-wide effort to involve all faculty, classified staff, and administrators who wished to experience the teachings of the Museum. That visit was followed up by visits to the District by educators from the Museum to examine and discuss openly the ways in which racism impacted the District in areas of curriculum development, student feelings of exclusion or inclusion, reactions of interview committees to certain candidates, and many other aspects of campus life.

The proposed project will sponsor a first team of members from the above meeting to attend the Los Angeles Museum of Tolerance. District FASDAC members and the chief executives of our college and district will encourage participation and facilitate the second team's visit. The College Presidents and Chancellor are the chief Affirmative Action Officers for their respective institutions and, through participation in this project, can greatly influence affirmative hiring outcomes and retention practices.

Next, the project will send a second team comprised of members of all three College Councils. The College Council is the college's participatory governance body and made up of representatives of the four constituency groups who, in turn, can serve as leaders of their respective constituencies.

Finally, and perhaps most importantly, the project will send a third team of new faculty hired in 99-00. As faculty hires represent the future of the college, it behooves the colleges to invest in its future. The Museum of Tolerance training will provide a valuable professional development opportunity for our new faculty and, from their first year of service to the institution, encourage a proactive Commitment to Diversity.

Additional funding will be aggressively sought from all sources, including opening a discussion of the allocation of Staff Development Monies, in order to continue the Commitment to Diversity so that all interested members of our campus community may experience the Museum and its teachings. The pursuit of additional funding will constitute Phase II of Commitment to Diversity, and we intend to succeed in our endeavor to perpetuate this project.

It is expected that members of all teams will have a high satisfaction level with the experience. They will have an increased level of understanding of diversity and affirmative action and will be able to use their skills in faculty hiring and retention practices. Furthermore, it is expected that members will demonstrate, through their actions towards all members of the campus community, a genuine Commitment to Diversity.

Evaluation

Evaluation activities will take place throughout the Commitment to Diversity, as can be evidenced in the work plan and timeline, and are used to direct and guide the project. The project involves feedback loops from the teams to be served by the project as well as project progress evaluation. The following steps have been taken to build evaluation into the project.

The project design involves 5 major objectives, with sub-objectives in each, all with timetables for completion. Project tracking will be done through this method. Responsible persons for the completion of milestones have been identified. Specific evaluation points are at the following milestones and involve the following groups:

1. Establishment of oversight committee, engage institutional researcher, develop timetable for management of Phase I

2. First team sent to Museum, field test survey instrument, outline plan to secure funding to continue project

3. Second and third teams sent to Museum, evaluation of teams' experience, submit funding proposals to continue project

4. Evaluate statistics involving 00-01 faculty hires and disseminate analysis, begin Phase II

Budget

San Mateo County Community College District
District Fiscal Services Office

Project Budget Request

Project Title: Commitment to Diversity Date 2/25/00
The budget for this project must be designated in the following appropriate categories:

1495	Other Certificated Salaries (Special Hourly Rate)	
2341	Classified Overtime	
2392	Student Assistant (Hourly)	
2394	Short-Term Clerical Assistant (Hourly)	
4510	Supplies	
5110	Consultant Services (Independent Contractors)	
5120	Lecturer Services (Independent Contractors)	
5130	Other Contracted Personnel Services	
5211	Conference Expense (In-State)	
5212	Conference Expense (Out-of-State)	
5220	Mileage	$10,500.00
	54 Round-trip Airfares from SFO-LAX-SFO	
5694	Contracted (Outside) Printing	
5912	Central Duplicating Services	
6450	Instructional Equipment (Over $200)	
6451	Instructional Equipment (Over $200)	
TOTAL		$10,500.00